



California High School Exit Examination

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# **Reporting Spring 2002 CAHSEE Results**

## **Press Packet**

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prepared by the  
**Standards and Assessment Division  
California Department of Education**

**September 2002**



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# 2002 Public Release Dates for CAHSEE Materials

<b>May 16</b>	<i>Reporting CAHSEE Results for the 2001–02 School Year to Parents/Guardians</i> assistance packet posted to the CAHSEE Web site.
<b>August 16</b>	New set of released test questions posted to the CAHSEE Web site. The set includes 62 English-language arts questions (2 of which are writing tasks) and 60 math questions.
<b>August 30</b>	New CAHSEE Teacher Guides posted to the CAHSEE Web site.  <i>Reporting Spring 2002 School, District, and County CAHSEE Results and Notifying Parents/Guardians of the CAHSEE for the 2002–03 School Year: Assistance Packet for Districts and Schools</i> posted to the CAHSEE Web site.
<b>September 20</b>	<i>Reporting Spring 2002 School, District, and County CAHSEE Results and Notifying Parents/Guardians of the CAHSEE for the 2002–03 School Year: Assistance Packet for Districts and Schools</i> mailed to districts.  New CAHSEE Teacher Guides mailed to districts.  New set of released test questions mailed to districts.
<b>September 30</b>	Spring 2002 CAHSEE aggregate results at the school, district, county, and state levels posted to CDE's DataQuest Web site.
<b>September 30 &amp; October 2</b>	North/South meeting – September 2002 Assistance Packet, new CAHSEE Teacher Guides, and CAHSEE Remediation Guide distributed. (September 30–Sacramento; October 2–Burbank)
<b>October 10</b>	CAHSEE Remediation Guide mailed to districts.



# Facts about the California High School Exit Examination

- State law (Senate Bill 2X), passed in 1999, authorized the development of the California High School Exit Examination (CAHSEE) that students in California public schools will have to pass to receive a high school diploma, beginning with the graduating class of 2004.
- The purpose of the CAHSEE is to help ensure that students who graduate from high school can demonstrate competency in state content standards for reading, writing, and mathematics.
- Assembly Bill (A.B.) 1609, signed by the Governor in October 2001, requires a study to examine whether the test development process and the implementation of standards-based instruction meet the required standards for a high-stakes test. The final report of this study is due by May 1, 2003. A.B. 1609 also authorizes the State Board of Education, on or before August 1, 2003, to delay the date upon which each pupil completing grade 12 is required to successfully pass the CAHSEE. The Board is to use the results of the study as the basis for its decision.

## Student Participation

- Beginning with the 2000–01 school year, districts are required to send notification about the CAHSEE to parents/guardians of grade 9 students at the beginning of the first semester or quarter of the regular school term and each year thereafter.
- The CAHSEE consists of two parts: mathematics and English-language arts. The passing score for the mathematics portion of the exam is a scale score of 350. The passing score for the English-language arts portion of the exam is also a scale score of 350. Scores on both portions of the exam can range from 250 to 450.
- In spring 2002, all tenth-grade students (class of 2004) were required to take the CAHSEE, except those students who previously took and passed both parts. The pass rates for the spring 2002 administrations will be available in late September.
- Students may be given seven additional opportunities to retake the exam. Only the part(s) not passed must be taken again.
- Districts must provide supplemental instruction to students who do not pass the CAHSEE.
- Students who are English learners are required to take the CAHSEE in grade 10 with all students. These students must complete six months of instruction in reading, writing, and comprehension in English during the first 24 months of enrollment in the California school system. They are required to take the CAHSEE during this time. All students must pass the CAHSEE in English to receive their high school diploma.



- Students with special needs must pass the CAHSEE to receive their high school diploma. The CAHSEE must be administered with accommodations and/or modifications specified in the student's Individualized Education Program (IEP) or Section 504 Plan for classroom or statewide testing.
- Students who take the test using a modification will receive an invalidated test score. However, if the invalidated test score is the equivalent to a passing score (i.e., 350 or higher), the district may submit a waiver request on behalf of the student to waive the requirement of successful passage of one or both parts of the CAHSEE to receive a diploma.

## Test Content and Format

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- The English-language arts part of the CAHSEE addresses state content standards through grade 10. The exam consists of multiple-choice questions and writing tasks. The reading portion covers vocabulary, decoding, informational reading, and literary reading. The writing portion covers writing strategies, applications, and conventions (e.g., spelling, grammar, punctuation). The exam also has a written response to literature or an informational passage and another written response to a writing prompt.
- The mathematics part of the CAHSEE addresses state content standards in grades 6 and 7 as well as Algebra 1. It includes statistics, data analysis and probability, number sense (including computation), measurement and geometry, mathematical reasoning, and algebra. Students also must demonstrate a strong foundation in arithmetic, including working with decimals, fractions, and percents. The math exam consists of all multiple-choice questions.
- Released test questions from previous administrations of the CAHSEE are available on CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee>.

## Reporting/Using Results

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- When districts receive individual student CAHSEE reports, they are to distribute these reports to parents/guardians. CDE will post group-level results annually on the Internet.
- Districts must provide supplemental instruction aligned to the state content standards to assist students who do not pass the exam. This may apply to the seniors who do not pass.

## More Information

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- Additional information about the CAHSEE is posted on the CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee>.



# Reporting the Spring 2002 CAHSEE Aggregate Results: Questions and Answers

## ***When will the spring 2002 CAHSEE results be released to the public?***

In September 2002, the spring 2002 CAHSEE results for schools, districts, counties, and the state are scheduled to be posted on the California Department of Education's DataQuest Web site at <http://data1.cde.ca.gov/dataquest>. A link to this Web site will be available through CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee/>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

## ***How can media representatives get the CAHSEE results?***

The only direct source for the CAHSEE aggregate results will be CDE's DataQuest Web site. Research files will also be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These files will be downloadable through CDE's Educational Demographics Office Web site at <http://www.cde.ca.gov/demographics/files/index.html>. A link to this Web site will be available through CDE's CAHSEE Web site.

## ***What reports will be on the Internet?***

The Internet reports will include spring 2002 CAHSEE aggregate results for schools, districts, counties, and the state. Results can be viewed from the March 2002, May 2002, and combined March and May 2002 administration. No individual student results will be reported.

## ***What information will appear on the Internet reports?***

The Internet reports will present information for all students tested by:

- Gender
- Ethnicity
- Language fluency
- Economic status
- Special education program participation

The Internet reports for mathematics and English-language arts will show:

- Number of students tested
- Number and percent of students who passed
- Number and percent of students who did not pass
- Mean (average) scale score for all students tested

Additional scores for mathematics will include the mean (average) percent correct for the following strands:

- Probability and statistics
- Number sense
- Algebra and functions
- Measurement and geometry
- Algebra 1

Additional scores for English-language arts will include the mean (average) percent correct for:

### **Reading**

- Word analysis
- Reading comprehension
- Literary response and analysis

### **Writing**

- Writing strategies
- Writing conventions

NOTE: The additional scores will not be presented for the combined March and May 2002 administrations, since different forms of the test were used during these administrations.



# Reporting the Spring 2002 CAHSEE Aggregate Results: Questions and Answers

***What is a mean scale score?***

A mean scale score is the statistical average of a group of scale scores. For example, a mean scale score for a school district is the average scale score for the schools in that district. Mean scale scores are used for reporting CAHSEE group results to provide a more precise measurement and to assure that tests given during different administrations are comparable. The CAHSEE provides scale scores for individual students and a mean or average scale score for groups of students. A mean scale score for the CAHSEE ranges from approximately 250 to 450.

***How can media representatives see the CAHSEE questions that were administered?***

A sample of the questions (62 English-language arts questions and 60 math questions) from March and May 2002 administrations of the CAHSEE are posted on CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee>. The same number of questions from the March and May 2001 administrations is also available on this Web site.

***For more information...***

Questions about the spring 2002 CAHSEE results should be directed to CDE's CAHSEE office at (916) 445-9449. Additional information can be obtained through CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee>.



# Internet Posting of Spring 2002 CAHSEE Results

The spring 2002 CAHSEE aggregate results will be accessible through CDE's DataQuest Web site at <http://data1.cde.ca.gov/dataquest>. Once at this Web site, follow the instructions provided in the left margin to view CAHSEE results.

The DataQuest Web site will display:

- Aggregate results for the March, May, and combined March and May administrations.
- Aggregate results at the school, district, county, and state levels.
- Demographic aggregate results for students by grade level, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Aggregate results for English-language arts, including: number of students tested, number passed, percent passed, mean scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and average score for writing applications (essay 1 and essay 2).
- Aggregate results for mathematics, including: number of students tested, number passed, percent passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and algebra 1).
- Summary roster reports at the district, county, and state levels. For example, a district roster report for any given administration would display the overall results for each of the schools in the district that participated in that administration.

Research files will also be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These files will be downloadable through the California Department of Education's Educational Demographics Office Web site at <http://www.cde.ca.gov/demographics/files/index.html>.

The following pages provide the layout for the research files described above, followed by several sample demographic and roster reports as they will appear on the DataQuest Web site. Sample reports are provided for only a portion of the possible ways in which data can be displayed in DataQuest.





# Spring 2002 CAHSEE Aggregate Results: Tab Delimited File Layout

Field Description	Corresponding Database Field	Acceptable Values
County Code	CountyCode	Alpha
District Code	DistrictCode	Alpha
Charter Number (only populated for independent charters)	CharterNumber	Alpha
School Code	SchoolCode	Alpha
County Name	CountyName	Alpha
District Name	DistrictName	Alpha
School Name	SchoolName	Alpha
Record Type	RecordType	04=state 05=county 06=district 07=school
Summary Type	SummaryType	01=All Students Tested 02=Grade 10 03=Grade 11 04=Grade 12 05=Grade AE 06=Grade Unknown 07=Male 08=Female 09=Gender Unknown 10=American Indian or Alaskan Native 11=Asian 12=Pacific Islander 13=Filipino 14=Hispanic or Latino 15=African American 16=White 17=Race/Ethnicity Unknown 18=English Only 19=Initially Fluent English Proficient (IFEP) 20=Redesignated Fluent English Proficient (RFEP) 21=English Learner (EL) 22=Language Fluency Unknown 23=Not Economically Disadvantaged 24=Economically Disadvantaged 25=Economic Status Unknown 26=Participating in Special Education Program 27= Not Participating in Special Education Program



Field Description	Corresponding Database Field	Acceptable Values
Administration	Administration	C=Combined Administration S=Single Administration
Math Test Date	MathTestDate	MM/DD/YY or Blank
Math Enrollment	MathEnrollment	0-99999999
Math Number Tested	MathNumberTested	0-99999999
Math Number Passed	MathNumberPassed	0-99999999
Math Percentage Passed	MathPercentPassed	0-100
Math Number Not Passed	MathNumberNotPassed	0-99999999
Math Percentage Not Passed	MathPercentageNotPassed	0-100
Math Mean Scale Score	MathMeanScaleScore	250-450
Math <i>Probability &amp; Statistics</i> Percent Correct	MathPSPercentCorrect	0 - 100
Math <i>Number Sense</i> Percent Correct	MathNSPercentCorrect	0 - 100
Math <i>Algebra &amp; Functions</i> Percent Correct	MathAFPercentCorrect	0 - 100
Math <i>Measurement &amp; Geometry</i> Percent Correct	MathMGPercentCorrect	0 - 100
Math <i>Algebra 1</i> Percent Correct	MathA1PercentCorrect	0 - 100
ELA Test date	ELATestDate	MM/DD/YY or Blank
ELA Enrollment	ELAEnrollment	0-99999999
ELA Number Tested	ELANumberTested	0-99999999
ELA Number Passed	ELANumberPassed	0-99999999
ELA Percentage Passed	ELAPercentPassed	0-100
ELA Number Not Passed	ELANumberNotPassed	0-99999999
ELA Percentage Not Passed	ELAPercentageNotPassed	0-100
ELA Mean Scale Score	ELAMeanScaleScore	250-450
ELA Reading - <i>Word Analysis</i> Percent Correct	ELAWAPercentCorrect	0 - 100
ELA Reading - <i>Reading Comprehension</i> Percent Correct	ELARCPercentCorrect	0 - 100
ELA Reading - <i>Literary Responses and Analysis</i> Percent Correct	ELALRAPercentCorrect	0 - 100
ELA Writing - <i>Writing Strategies</i> Percent Correct	ELAWSPercentCorrect	0 - 100
ELA Writing - <i>Writing Conventions</i> Percent Correct	ELAWCPercentCorrect	0 - 100
ELA Writing Applications - <i>Essay 1</i> Scale Score	ELAES1AvgScore	0.0 - 4.0
ELA Writing Applications - <i>Essay 2</i> Scale Score	ELAES2AvgScore	0.0 - 4.0
Current System Date		MM/DD/YY

\* Several codes have changed from the spring 2001 file layout.



# Sample School Report – Mathematics

## Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary for All Students Tested  
Mathematics (March 2002)

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT  
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 452  
Number of Students Enrolled: 840

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
<b>Grade</b>											
Tenth	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
Eleventh	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult Ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Gender</b>											
Female	217	130	60%	87	40%	375	92%	68%	53%	61%	92%
Male	210	126	60%	84	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
<b>Ethnicity</b>											
American Indian or Alaskan Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%
Asian	108	65	60%	43	40%	375	92%	68%	53%	61%	92%
African-American	68	41	60%	27	40%	375	92%	68%	53%	61%	92%
Filipino	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Hispanic or Latino	104	62	60%	42	40%	375	92%	68%	53%	61%	92%
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%
White (not of Hispanic origin)	83	50	60%	33	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
<b>Language Fluency</b>											
English Learner (EL)	35	21	60%	14	40%	375	92%	68%	53%	61%	92%
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	92%	68%	53%	61%	92%
English Only	322	193	60%	129	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
<b>Economic Status</b>											
Economically Disadvantaged Students	185	111	60%	74	40%	375	92%	68%	53%	61%	92%
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	92%	68%	53%	61%	92%
Unknown	55	33	60%	22	40%	375	92%	68%	53%	61%	92%
<b>Special Education Program Participation</b>											
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%
Students Not Receiving Services	444	266	60%	178	40%	375	92%	68%	53%	61%	92%

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



# Sample School Report – English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary for All Students Tested  
English-Language Arts (March 2002)

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT  
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 452  
Number of Students Enrolled: 461

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Grade</b>													
Tenth	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Adult Ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
<b>Gender</b>													
Female	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Male	210	126	60%	84	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Ethnicity</b>													
American Indian or Alaskan Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Asian	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5
African-American	68	41	60%	27	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Filipino	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic or Latino	104	62	60%	42	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
White (not of Hispanic origin)	83	50	60%	33	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Language Fluency</b>													
English Learner (EL)	35	21	60%	14	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Only	322	193	60%	129	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Economic Status</b>													
Economically Disadvantaged Students	185	111	60%	74	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	55	33	60%	22	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Special Education Program Participation</b>													
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Students Not Receiving Services	444	266	60%	178	40%	375	90%	54%	42%	82%	38%	3.5	2.5

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>



# Sample District Report – Mathematics

## Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary for All Students Tested  
Mathematics (March 2002)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of Students Tested: 452  
Number of Students Enrolled: 840

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
<b>Grade</b>											
Tenth	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
Eleventh	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult Ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Gender</b>											
Female	217	130	60%	87	40%	375	92%	68%	53%	61%	92%
Male	210	126	60%	84	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
<b>Ethnicity</b>											
American Indian or Alaskan Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%
Asian	108	65	60%	43	40%	375	92%	68%	53%	61%	92%
African-American	68	41	60%	27	40%	375	92%	68%	53%	61%	92%
Filipino	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Hispanic or Latino	104	62	60%	42	40%	375	92%	68%	53%	61%	92%
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%
White (not of Hispanic origin)	83	50	60%	33	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
<b>Language Fluency</b>											
English Learner (EL)	35	21	60%	14	40%	375	92%	68%	53%	61%	92%
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Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
<b>Economic Status</b>											
Economically Disadvantaged Students	185	111	60%	74	40%	375	92%	68%	53%	61%	92%
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	92%	68%	53%	61%	92%
Unknown	55	33	60%	22	40%	375	92%	68%	53%	61%	92%
<b>Special Education Program Participation</b>											
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%
Students Not Receiving Services	444	266	60%	178	40%	375	92%	68%	53%	61%	92%

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



# Sample District Report – Mathematics

## Roster for All Students Tested

California High School Exit Examination  
School Listing – EXAMPLE SCHOOL DISTRICT  
Mathematics (March 2002)

Number of Students Tested: 1,560  
Number of Students Enrolled: 1,983

- [To Research Files](#)
- [Back to District Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

District Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	1,560	936	60%	624	40%	375	92%	68%	53%	61%	92%
0000000 Example School #1	203	122	60%	81	40%	375	92%	68%	53%	61%	92%
0000001 Example School #2	188	113	60%	75	40%	375	92%	68%	53%	61%	92%
0000002 Example School #3	487	292	60%	195	40%	375	92%	68%	53%	61%	92%
0000003 Example School #4	237	142	60%	95	40%	375	92%	68%	53%	61%	92%
0000004 Example School #5	445	267	60%	178	40%	375	92%	68%	53%	61%	92%

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# Sample County Report – English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary for All Students Tested – EXAMPLE COUNTY  
English-Language Arts (March 2002)

Number of Students Tested: 452  
Number of Students Enrolled: 461

- [To Research Files](#)
- [County Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Grade</b>													
Tenth	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Adult Ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
<b>Gender</b>													
Female	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Male	210	126	60%	84	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Ethnicity</b>													
American Indian or Alaskan Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Asian	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5
African-American	68	41	60%	27	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Filipino	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic or Latino	104	62	60%	42	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
White (not of Hispanic origin)	83	50	60%	33	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Language Fluency</b>													
English Learner (EL)	35	21	60%	14	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEF)	45	27	60%	18	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Only	322	193	60%	129	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Economic Status</b>													
Economically Disadvantaged Students	185	111	60%	74	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	55	33	60%	22	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>Special Education Program Participation</b>													
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Students Not Receiving Services	444	266	60%	178	40%	375	90%	54%	42%	82%	38%	3.5	2.5

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score

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# Sample County Report – English-Language Arts Roster for All Students Tested

California High School Exit Examination  
District Listing – EXAMPLE COUNTY  
English-Language Arts (March 2002)

Number of Students Tested: 3,075  
Number of Students Enrolled: 4,692

- [To Research Files](#)
- [Back to County Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	3,075	1,842	60%	1,233	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00000 Example School District #1	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00001 Example School District #2	391	234	60%	157	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00002 Example School District #3	1,021	612	60%	409	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00003 Example School District #4	644	386	60%	258	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00004 Example School District #5	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00005 Example School District #6	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00006 Example School District #7	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00007 Example School District #8	5	--	--	--	--	--	--	--	--	--	--	--	--
00008 Example School District #9	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score.

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